

Funeral Services Held for ACES



The ACES Widows

Services were held for old ACES on Wednesday, September 26, 2007 in Parasol I Chapel at Tan-Tar-A Resort in Osage Beach, Missouri. Interment was in the DESE museum. ACES survived for 6 long years and was replaced on July 1, 2007 by a new web-based system. The new data entry system was programmed by the DESE IT team and designed by an AEL ACES Advisory Group.

The Fall 2007 AEL Director's Conference was kicked off by Ron Jewell, State AEL Director who introduced 10 new program directors. A pre-conference meeting for the new directors was held on Wednesday morning to introduce AEL processes and expectations.

Directors and their data entry team divided into groups for ACES updates discussions and question/answer sessions followed by "Dinner and a Funeral".

The Thursday morning general session began with guest speaker Dr. Rebecca Moak, U.S. Dept. of Education, Division of Adult Education. Dr. Moak provided examples to directors for Improving Instruction, New Models for Delivery and Improving Accountability. Dr. Moak noted that Missouri has implemented many of the models.



State Director Pays Respects

Debbie Butcher, Supervisor of Educator Certification addressed certification and fingerprinting questions. Butcher reminded directors that original transcripts are needed for initial certification. If an individual has a Master's or Doctorate Degree, original transcripts of all degrees should also be included with the application.

Butcher was then joined by Theresa Noellsch to discuss the October 15th deadline for professional development online reporting. Directors were reminded that School District PD Hours can't be used for AEL PD.

Jamy Preul gave a brief overview of the Professional Development events offered through the PDC. Preul noted that additional staff has allowed the PDC to expand the events offered to Missouri AEL & ESL teachers.

State Supervisor Dale Wimer reviewed the requirements for submitting a PD approval form. Wimer introduced Lonnie Taylor, State PDC

A? A? A? A?

In Memory of

ACES

2001-2007

"We Hardly Knew
 Ye..."

Thank you for being here as we
 witness ACES' journey to the
 other side.

Directors,

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Where The Rubber Meets the Road!

Submitted by: Joe Pettit, Director, Hannibal AEL Program



Pictured above are students participating in a group session conducted at the Missouri Career Center in Hannibal. The AEL teacher is providing instruction on decimals.



Consequently, we ask students if they would be interested and the response was very positive. We then went to work and formed a group with similar levels, wants, and needs and scheduled sessions at another site. The site where the groups meet had a need to enhance numbers and the Missouri Career Center gained an opportunity to offer more effective one-on-one. We just love win-win situations. Our first post-testing after the group sessions will indicate the efficacy of our efforts.

The first group session specifically dealt with decimals in math. Subsequent sessions will deal with other areas in math, essay, writing, and other wants and needs that we identify.

Directors,

(cont. from page 1)

There is no greater reward for Adult Education administrators and teachers than to help students.

In a nut shell, it is our collective obligation to improve an individual's ability to read, write, and speak English, and compute and solve problems at a level of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

National Literacy Act, 1998

Whether this improvement occurs with one-on-one instruction, via a computer, or in a group setting, our ultimate goal is the same.

Recently, Hannibal Adult Education and Literacy Program instituted a group instruction they are very excited about. According to Director Joe Pettit, "we had a situation where the population at our daytime site at the Missouri Career Center was growing in leaps and bounds and it afforded us a great opportunity to look at some group instruction".

Committee President. Taylor reported that the committee is currently working on re-writing the AEL Mentoring Handbook for new teachers.

An awards ceremony was held after lunch and programs receiving awards based on outstanding program data for Fiscal Year 2007 were: Parkway ESL-Continuing Success; Carthage ESL-Most Improved; Della Lamb-Eagle Eye Award and Waynesville Program-Overall Performance.

State Supervisor Elaine Bryan reviewed changes in fiscal reporting for AEL programs. Programs now have the option to report their expenditures on a monthly or quarterly basis. Bryan reminded directors that if their time is split between instruction and administration they are required to keep a timesheet. All reported expenditures should have documentation supporting the allocations.

State Supervisor John Stains discussed additions and revisions to the local AEL Program Director's Guide. Stains also discussed with directors the yearly Program Review Process. The review determines the strengths and areas for improvement in a program which promotes continuous quality improvement.

Directors,

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A Second Chance:

Adult Learners' Stories

Growing up, my family moved all over the place. One time we moved twice within a year. When we went from state to state, how you were graded in school was different. When we stayed in Connecticut and moved around, the curriculum was always different (books, rules, activities). I was always trying to adjust, never mind being able to learn. If you were shy and very quiet, the teachers left you alone and just pushed you along with the rest of the people.

My father wasn't big on school and didn't have a high school diploma himself. He felt that he got along just fine without one and that his children didn't need one either. Because the law said you could legally leave school at 16, I had to leave on my 16th birthday in 10th grade.

I tried to go back two other times—once at 19 and the other in night school at 21. Because my basics were messed up, it was hard for them to be able to help me, and they didn't have any information on where to send me for help. At that point I had my first child and I luckily started to read a lot.

When my children started school, they also had trouble. I made sure we stayed in one area so they could bond with friends and teachers. My oldest child had trouble in 1st grade with reading. They kept telling me she would catch up, but it just got worse and by 4th grade she would hide her papers and cry all the time. Luckily her teacher at the time fought for her and they listened to what she said, whereas they didn't hear what I had to say. After they tested her, they found that she had a learning disability and placed her in the resource room. Now she has just finished her 4th year of college.

At this time in my life, my youngest child is a senior in high school and it's finally time for me. My brother is in this adult education class and suggested I come to school. He keeps saying that I would like it and have a good time. I told him that I was very uncomfortable because of past experiences and was embarrassed about someone knowing how limited my education was. I know I'm someone who got by because I have a lot of common sense and can find ways to solve problems, but for me to come here through the front door was exposing myself publicly that I'm not educated and didn't have a high school diploma. That was always a sore spot. At this age could I get one? I don't think I could have stood it if I felt like I did at 21—hopeless, couldn't be taught, laughed at, etc.

I made the call. I came in and did some testing. I first was worried that I wasn't good enough. Then I was worried I was too good. I didn't realize I had been learning all these years!

Trying to learn to sit still and work on one thing at a time was very difficult for me. After I finally got here, my only goal was to get my GED. Now I would like to go to college. I'm not sure what I want to be or study, but I do know I want to learn more.

Because of this step I have taken, I feel that I have learned more about who I am as a person and there are no limits on who I can be in the future.

~Pat

When I started at the Northampton Adult Education Center I could not read or write. In school, it was easier to pass me than it was to teach me. I attend (classes) and I can read and write better than I did before I started. The adult education helped me to read and write better.

~John

The best thing that ever happened to me is when I got to know there is a place to go to help me with my education. I found a flyer on the wall in the transitional office about adult education. So I took down the number and called and Jean Marie answered the phone. She gave me the time and directions and I searched for the place. I have been searching for a job and I could not find one. I decided not to sit in the home, I must find something to do. And I know with education you can turn the world around so I decided to take a step forward towards my GED and my goal and determination is to be a nurse and a writer. Thank God for adult education and I wish that this project would be spread all over the country and I wish it would be advertised on the radio or newspapers so that people, young and old, could take a step forward instead of sitting down at home doing nothing.

~Josephine

At 16 I quit school. They wanted me to stay back—they wanted me to do the 8th grade again. In the 2nd grade they put me back in the 1st grade. I can take a car apart and put it back together with my eyes closed and they can't change their own oil. You can't know everything, no one can. The books don't tell you everything. I wanted to go to trade school, but they said I didn't have enough education. Back then people didn't learn at home. My parents were working. My father worked 2nd shift and my mother worked days and had housework at night. Every day I worked on cars to take out my frustration.

~Ron

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ESL Learners

Although ESL learners represent a wide diversity of cultural backgrounds and language skills, they all have one thing in common: the need for friendship. It takes time to build trust and understanding on both sides, but with patience and empathy you will be well on your way to developing enriching relationships. The more you know about your learners, the better equipped you will be to meet their needs. Consider the following questions when you first meet your students:

- **What language skills are already present?** Can the student hold a conversation in English but not read and write, or vice versa? Some Asian countries are known for teaching written English and grammar while oral skills lag behind. On the other hand, immigrants who have learned most of their English on the street may have little or no competence with written English. Some students may appear fairly fluent when you meet them, but communication may break down quickly when the topic changes. Or you may meet a student who appears to have minimal speaking skills and discover later that the silence was due to shyness rather than a lack of comprehension. Of course, students who are not literate in their own language will need a different approach to ESL than those who are. See the section on English skills for addressing specific skills.
- **Where will English be needed?** Here are several possibilities: work, job interview, shopping, housing, helping children with schoolwork or speaking with their teachers, public services, friends, social gatherings, television. In some cases, time spent with you may be the only time all week that the student speaks English.
- **What do you know about the learner's home country or culture?** Learn about the cultural attitudes and values your learner is likely to embrace. Also try to find out if there are cultural taboos which may save your student or yourself from embarrassment or unintentional offense. For example, pointing the bottom of your shoe toward someone is a vulgar gesture in Ukraine. The internet and local library are excellent resources for specific cultural information, and you can learn a lot from your student, too. Ask questions!
- **Are there any potentially uncomfortable topics requiring extra sensitivity?** Consider political trauma a student may have experienced. Will someone who recently fled to the U.S. in fear be uncomfortable giving a description of his or her native home? Or will a student trying to resolve immigration issues be reluctant to answer personal questions such as birthplace or job status? Religious practice is another area that may need special consideration. For example, if you talk about food or grocery shopping, will any of your students need to know how to determine if a product contains pork?

Additionally, there are many outside influences that may affect a student's attitudes, attendance, or ability to focus on English. It will likely take time to grow in awareness of these issues. Here are some possibilities to consider:

- **Culture Shock and Homesickness** Almost all foreigners will experience culture shock and homesickness to some degree. See further discussion in the Cultural Bridges section of this guide.
- **Life Experiences** Immigrants from countries ravaged by political unrest may have traumatic memories and resulting fears or insecurity. Others may have held prestigious jobs in their home countries and now face the frustration of being unable to work in their field of expertise. Settling for a low-paying labor job just to survive can take a toll on self esteem and confidence.
- **Family Dynamics** You may never be told about difficulties in your students' personal lives, but issues such as strained marriages, problems with children, alcoholism, or other difficulties in the home are likely to affect a student's performance. Loneliness is often an issue for students who live by themselves.
- **Financial Concerns** Limited income may force families to live in impoverished housing, forgo medical or dental care, or compromise nutrition. Many immigrants sacrifice sleep and work two jobs to make ends meet.

ESL,

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ESL,

Continued from page 4

- **Legal Issues** Some visitors have never obtained proper visas or permission to be in the United States and live in fear of being deported. Others may have entered legally but now hold expired visas. Still others may be living in illegal housing arrangements, such as several families sharing one apartment. Some may be trying to apply for permanent residency or citizenship and dealing with paperwork that has been delayed for months, or even years.

This article was reprinted from Writing@CSU — home of Colorado State University's online learning environment, the Writing Studio <http://writing.colostate.edu/guides/teaching/esl/learners.cfm>

National Conference Focuses on Family and Community Growth

Literacy Experts to Present Challenges, Solutions

Join the most creative and progressive leaders working to integrate families, communities and education at the 17th Annual National Conference on Family Literacy: "Literacy Grows Families and Communities."

The event, a signature activity of the National Center for Family Literacy, is the largest and most comprehensive conference for educators, community leaders, philanthropists and government officials dedicated to family literacy.

Session topics will highlight innovative approaches to helping families achieve their goals through literacy. Speakers will include Lorlene Roy, American Library Association; David W. Murphy, Better World Books; Dorothy Kauffman, Center for Applied Linguistics; Peter DeBenedittis, author and consultant; Karen L. Mapp, Harvard Graduate School of Education; Faith Rogow, Insighters Educational Consulting; Christopher J. Lonigan, Florida State University; and Cristina Jose-Kampfner, Latino Health Access.

The Conference will be held March 29 –31, 2008, in Louisville, Kentucky.

Online registration is available now! Brochures will be mailed in October. Visit www.familit.org/conference for details.

Upcoming PD Events

Friday, Nov. 2, 1 p.m.—5p.m. "ESL Multi-Level Classroom" On-line, 4 hours PD credit

Wed. Nov.7, 9-11 a.m. & 1-3 p.m. "New Directors' Training" On-line, for directors with less than 18 months experience

Wed. Nov. 7, 9:30-4:30, "Spanish Language Outreach Program", St. Joseph, 8 hr. PD credit

Thurs. Nov.8, 9:30 –4:30, "Spanish Language Outreach Program", Kansas City, 8 hr. PD credit

Go to www.maelpdc.org for a complete listing of PD opportunities.

FY08 Content Standards Workshops

Content Standards Workshops will continue to be offered for those teachers, who were not able to attend any of the 2007 Summer Workshops, teachers who attend the Pre-Certification Workshops or the Beginning Teacher Assistance Program Workshops from August thru December, 2007. Both ABE/ASE and ESL workshops will be offered. Contact Kim Nash to enroll: knash@mail.ncmissouri.edu

The format of the CS Workshops will be face to face, with a pre-reading activity. The pre-reading activity will count as two Professional Development (PD) hours and the face to face will count as four PD hours, for a total of six (6) hours of PD credit.

The dates, locations and times for the CS Workshops are as follows:

ABE/ASE:	Wednesday, December 5, 8 a.m. – 12 noon	Rockwood
ABE/ASE:	Saturday, December 8, 8 a.m. – 12 noon	Columbia
		Boone Electric Meeting Room
ESL:	Saturday, December 8, 8 a.m. – 12 noon	Columbia
		Boone Electric Meeting Room
ABE/ASE:	Saturday, March 1, 8 a.m. – 12 noon	Kansas City AEL
ABE/ASE:	Saturday, March 1, 8 a.m. – 12 noon	St. Louis TBA

Upcoming PDC Calendar

PCW Workshop- Columbia

November 17-18, 2007

January 12-13, 2008

February 23-24, 2008

April 5-6, 2008

May 3-4, 2008

Beginning Teacher Assistance Program

BTAP Schedule-Columbia

November 2-4, 2007

March 8-9, 2008

June 7-8, 2008

Directors,

(cont. from page 2)

Missouri will be moving forward with the implementation of the Student Achievement in Reading (STAR) Project initially launched by the Office of Vocational and Adult Education (OVAE). The project will be funded by WIA Incentive Funds Project. Ten Missouri AEL Programs will be asked to participate in the project.

GED Testing Director, Bill Poteet announced starting July 1, 2008 the GED Testing and Authorization fees will increase \$5 each. Poteet also anticipates AEL will be switching to a new model scientific calculator within two years.

AEL Directors will be submitting an Invitation For Bid (IFB) in early spring 2008 to receive funding and approval for operating an Adult Education & Literacy Program.

Dates for the Spring Director's Conference will be announced in early 2008.

Scrapbook Photos of Fall Director's Conference



Relaxing at the Reception



Data Group Work



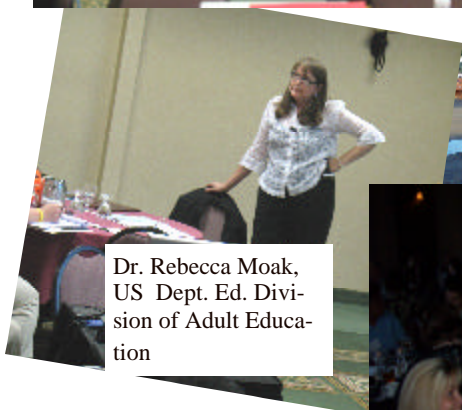
DTI Associate discussing STAR Project



New Directors



A relaxing moment for John Stains at the reception.



Dr. Rebecca Moak, US Dept. Ed. Division of Adult Education



Tom Robbins presenting the New ACES!



Grieving Family Members: Elaine Bryan, Theresa Noellsch and Ron



Waynesville -Overall Performance



Somber moments for the ACES Widows.

**2007 Fall AEL
Director's
Conference**